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ABSTRACT

Intended as an aid to administrators, the booklet presents a brief overview of the present state of vocational education. It provides bits of information and statistics on a variety of topics: the necessity of vocational education, youth, vocational education and occupations in Washington State, employment trends, new emerging technologies, women in the world of work, and program development. Information related to program needs is provided on: agriculture education; business and office occupations; distributive education; home and family life education; home economics and related occupations; trade, technical, industrial, and health occupations; and exemplary programs. (PR)

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washington state
coordinating council for
occupational education

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what about VOCATIONAL education?

a guideline for action in the 70's

part 1

P71-1

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This is the first in a series of publications to provide assistance to local administrators in planning for vocational education. Future editions will provide the specific information necessary to anticipate the need for vocational education and to help establish programs in grades K through 12, vocational-technical institutes, community colleges and the private vocational schools.

This series is a guideline for action!

Direct assistance in the planning of any vocational education program can be obtained by contacting the Washington State
Coordinating Council for Occupational Education
P. O. Box 248, Olympia, Washington 98501

Vocational education - - -

". . . to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that *persons of all ages in all communities* of the state—those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special education handicaps, and those in post-secondary schools—will have ready access to vocational training or retraining which is high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

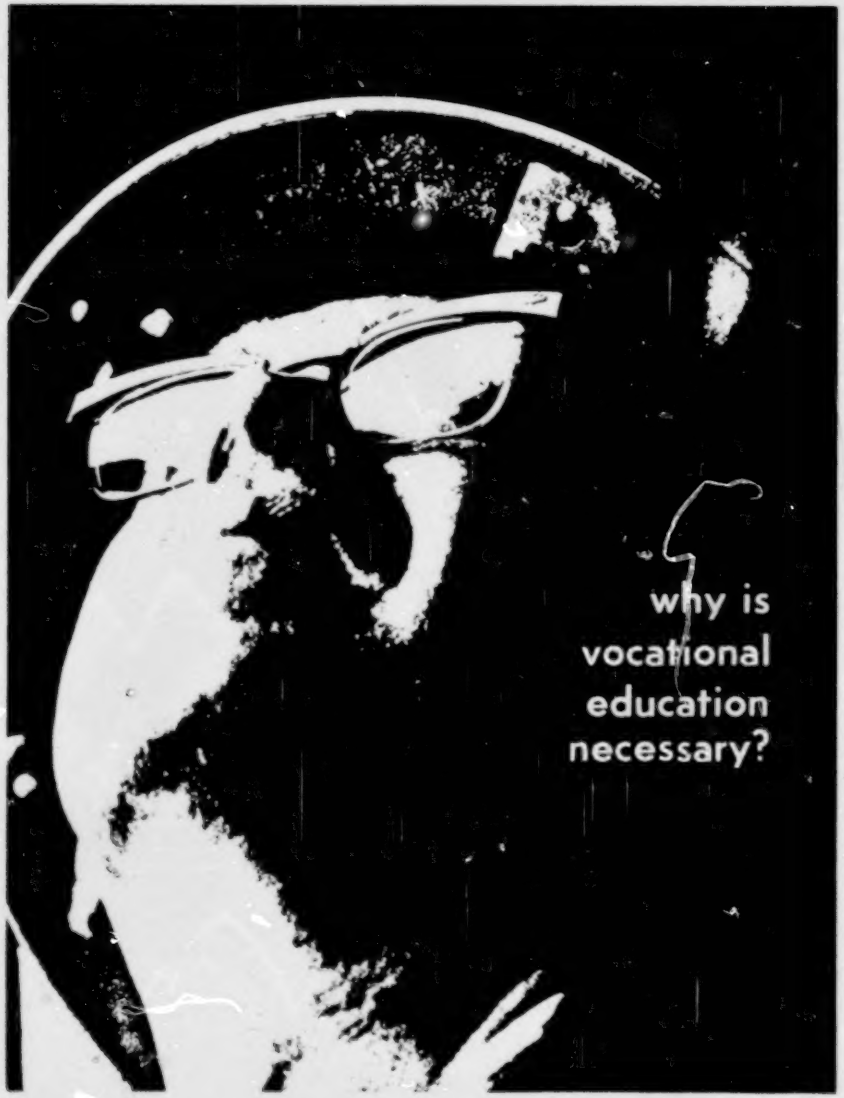
Vocational Education Amendments of 1968
Public Law 90-576

Washington State Coordinating Council for Occupational Education

The Washington State Coordinating Council for Occupational Education pledges to carry forth the continuity of purpose already so effectively established in providing ready access to vocational education for all of Washington's citizens, that is of high quality, realistic, and suited to the broad range of their needs.

Mrs. Fred A. Radke
chairman

The Coordinating Council has the responsibility to prepare and administrate the Washington State Plan for Vocational Education and pursues a philosophy which provides for allocating federal monies for vocational education based upon an assessment of the various identified needs of Washington citizens. The intent is to put the money where the need exists.



It is the bridge between man and his work.

Millions of people need this education in order to earn a living. Every man wants to provide for his family with honor and dignity and to be counted as an individual. Providing for an individual's employability as he leaves school, and throughout his worklife, is one of the major goals of vocational education. Vocational education looks at a man as a part of society and as an individual,

and never before

has attention to the individual as a person been so imperative.

General Report
National Advisory Council on Vocational Education
1968

what about the nation?

What America needs most is a commitment to fulfill its most basic ideal.
This nation was founded on a belief in the inherent worth of every individual.

The fulfillment of individual potential is this country's

Mandate in the 70's

National Advisory Council on Vocational Education
Third Report
July, 1970

National goals and priorities will affect manpower needs in the 70's.
Planners of vocational education must give this dimension careful study.

Looking Ahead
National Planning Association
Vol. 17, No. 2
March, 1969

In a study presented December, 1969, David W. Winefordner, assistant director, division of guidance and testing, Ohio Department of Education, concluded

students DO want vocational education in high school!

The study, which surveyed 47,000 American students, showed that over *70 percent wanted vocational education experience* in high school but usually were forced to choose between "academic" and "vocational" classes.

a recent survey
published by the
Department of Health,
Education and Welfare said

the combined goals of both a sound general education and a salable skill for the high school graduate were considered highly desirable by over 55 percent of the secondary teachers polled.

43 percent of the post-secondary teachers agreed.

Final Report
Vocational Programs in the Public Schools
February, 1969

MIT study

After a group of industrial executives, economists and educators spent two months studying the trends and future of vocational education for the Massachusetts Institute of Technology they agreed that

vocational education—

is an integral part of the common core of all education

should be expanded so that working with materials, systems and processes provides the base for intellectual growth

should prepare high school students for advanced vocational training if they choose to seek it

should be a part of the educational experience of all students

The group also concluded that

the junior high school pattern of experimentally and experientially based education should evolve continuously into a few broad, but closely connected avenues in senior high education. These should have no terminal goals, but must provide the foundations for continuing education whether it be on-the-job or in formal post-secondary education.

And,

traditional education should give way to a system which combines related subjects into useful patterns grouped around central facilities such as shops, laboratories or working areas taught by a cooperative teaching effort.

. . . effective vocational education should be made an integral part of each community's public school program

. . . educators should enlist the support of business, industry and labor . . .

United States Chamber of Commerce

what about youth?

Youth need supervised work experience.

Youth need to develop skills and those attitudes that make the worker an intelligent and productive participant in economic life.

Youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

Youth need to know how to purchase and use goods and services intelligently, understanding both the values received and the economic consequences of their acts.

Educational Policies Commission
National Education Association

In dealing with the question —

what kind of vocational education in the lower grades?

the National Manpower Council has stressed the younger students' urgent need for more information about modern occupations and an increased awareness of the world of work.

The Manpower Council said . . .

. . . although a youngster often reads about different kinds of work, he is likely to be most influenced by occupations he has actually encountered when he thinks about choosing a career. These occupations are generally limited to those he becomes acquainted with in the course of his daily life.

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Consequently, the average youngster becomes familiar with only a small fraction of the many different types of work!

what about washington state?

The Washington State Advisory Council on Vocational Education in its First Report of March, 1970, said

> all agencies serving the educational needs of the State of Washington should increase planning and coordinating efforts aimed at promoting
>
> ***the potential of occupational education to enrich the entire educational system.***

Following a three-year study Washington State University concluded

> they (the public schools) have an obligation to help all students acquire abilities to produce useful commodities and to be able to earn a living.
>
> schools can, and should, identify clusters of capabilities most likely to maximize one's career opportunity, competence and choice.
>
> there is an urgent need to upgrade vocational guidance programs for all students.

"An Assessment of Educational Needs for Students in Washington State", published in April, 1969 *ranked vocational education third among the ten most critical needs identified.*

> The report emphasized the need for programs for the non-college student, the potential drop-out and especially the need for all students to have their full potential and abilities recognized. The report urged the schools *to offer curriculum individualized enough to meet the needs of all students.*

Discrimination against the vocational student and a lack of adequate vocational counseling were found at all levels. The major student response was the need to develop a wide variety of programs to meet today's job opportunities and a balanced guidance program to serve all students. Teachers felt students needed a greater awareness of vocational opportunities and an early exposure to the world of work, especially for the disadvantaged.

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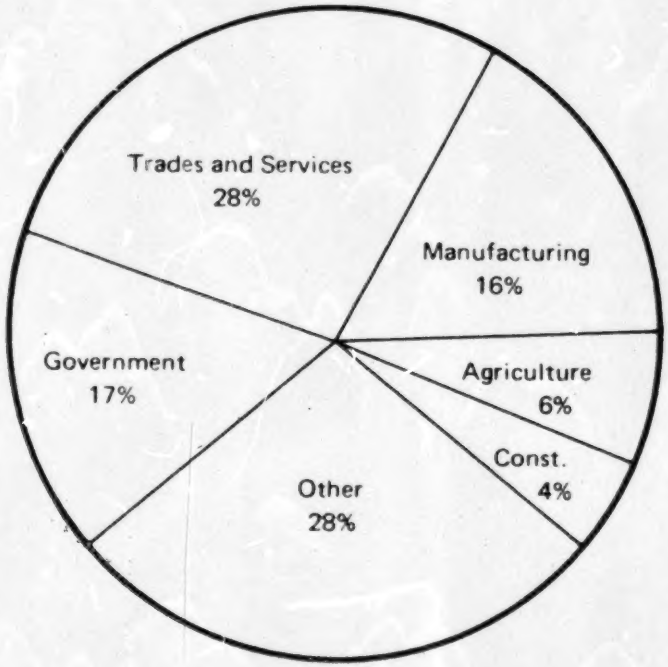
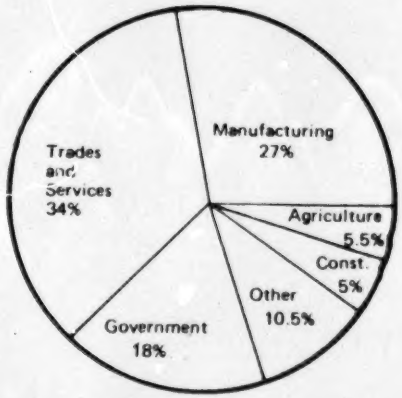
where people work
—washington state



Washington State Economic Data, Employment Security Department, Research and Statistics section, July 20, 1970.

-- nation



Occupational Outlook Handbook
U.S. Department of Labor, 1970

what about employment trends?

various studies brought together by the Coordinating Council for Occupational Education indicate—

30 percent of all youth will attempt to enter the labor market of the 70's without a high school diploma unless there is change in the educational system

technological changes will continue to reduce the number of unskilled jobs increasing the need for the knowledge and advanced skills necessary for employment

most students have the ability to develop employment capabilities — even the so-called "drop-out" who usually has an average or better I.Q.

unused or unrecognized talents lead to dissatisfaction either in school or work and also deprive a society of its vitality

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the
coordinating council for
occupational education
believes

there will be an increase in service and technical jobs followed closely by clerical and sales opportunities

the high turnover rate in the air transport industry, which attracts the young, will continue to create opportunities for stewardesses, clerks and traffic agents, control tower operators, and aircraft mechanics and related services

the proportion of craftsmen will increase considerably

women will find the greatest opportunity in sales and clerical work

to be successful on the job requires education for the role of homemaker *(P.L. 90-576 provides special authorization of funds for consumer and homemaking education)*

there will be increasing demand for skilled tradesmen — industrial machine and instrument repairmen, electricians, business machine repairmen, carpenters

favorable employment opportunities will continue in the hospitality industry—hotel, motel, restaurant

there will be greater opportunities for off-farm agriculture employment such as agri-business, agri-mechanics and ornamental horticulture

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what about
new and emerging technologies?

Demands of our society are creating technologies so new that some have no organized training programs at all to prepare the specialists needed. Other fields now require supportive personnel with a technical level or equivalent education because of the new occupational objectives caused by technological sophistication—and few of those have the necessary training programs.

Just some of the new and emerging technologies are

environmental control technicians

technicians dealing with problems of urban living

medical and related health specialists

aviation and aerospace specialists

teaching and related assistants

community and public service specialists

physical science and related engineering technicians

distribution and commercial or institutional services

biological technicians and specialists

agricultural and related technicians

oceanographic and marine technicians

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for specific information write to the Washington State Coordinating Council for Occupational Education, P. O. Box 248, Olympia, Washington 98501

what about women?

national labor statistics list the following conclusions about

women

in the world of

work

9 out of 10 women will work at some time in their lives—although most girls believe they will never have to work and do not plan for a career

half of the women in our population aged 18-65 are at work right now and the percentage is rising—2 out of every 5 workers is a woman

in the decade of the 70's it is anticipated that women will be employed in virtually every occupation and profession and the greatest source of new entrants into the labor force will be women and youth

the largest number of women (9.9 million) are employed in clerical jobs; 4.7 million in the services; 4.5 million as operatives; 4.2 million are professional and technical

what about
program development?

The staff of the Coordinating Council for Occupational Education exists to provide services for program development—services which can help the local administrator provide the best instructional programs possible.

For assistance in

setting up new programs
developing programs to meet special needs of all students
action research
facilities planning
writing programs
surveying local needs
evaluation
teacher certification requirements
program coordination and articulation
utilizing advisory committees
curriculum development and revision
developing and strengthening youth organizations
innovative and exemplary programs

etc

call (206)—753-5660
753-5678
Olympia

vocational guidance

. . . the bridge between education and the world of work.

The prime concern is for the *individual.* Emphasis on individual freedom is central to both guidance and vocational education. Guidance holds the potential for helping *all* students and exists to help them choose among all possible alternatives with the result of maximizing man's basic freedom.

Needs in the 70's for all students:

a knowledge of what work really is

complete guidance programs at all levels

an awareness of the values of a work-oriented society

opportunity to choose vocational offerings available

opportunity to discover and develop capabilities

the use of the total community as a guidance experience

A comprehensive program of guidance is the *right* of all students and is not complete when it emphasizes the needs of some students over the needs of others.

The practice of a dual guidance system, one for the college-bound student and one for the non-college student, is not consistent with the responsibilities of a public, tax-supported educational program.

agriculture education

Emphasis has shifted to a "proficiency in agricultural occupations" rather than on "farming" although farming is still the prime purpose.

A program should:

prepare students for employment

prepare students planning further training

provide supervised work experience for farm and non-farm students

be geared to the students' employment goals

The present number of on-farm workers will remain just about the same during the 70's. With the average age among farmers now at 55 years the steady demand for additional on-farm workers is expected to continue in order to replace those reaching retirement. At the same time the industry is experiencing a rapidly increasing number of employees in the off-farm occupations of sales, services, processing, marketing and research, already accounting for 91 percent of all agriculture employees.

The demand for persons with the knowledge and skills necessary will continue to increase. For example, many new programs in ornamental horticulture have been started in urban schools because of this growing new career opportunity.

The Future Farmers of America, an integral part of the instructional program, provides opportunity for active participation in learning communication skills, human relations, business methods, civic responsibility and self-reliance. Since over 400 girls are now enrolled in vo-ag, FFA is now open to female membership for the first time.

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business and office occupations

Over 12 million men and women are employed at this moment in clerical positions across the nation. Added to an estimated 1 million people working as business professionals and managers it amounts to one of America's primary areas of employment.

More than one-half of all girls who enter employment after high school go to work in an office or related occupation, many having taken advantage of secondary vocational education.

The steady growth of employment opportunities is expected to continue at the rate of about 4½ percent a year compared to 3½ percent for all of employment.

The increasing use of mechanical and automated systems will generally reduce the need for routine office workers in the future but will offer greater opportunities for those with the refined skills necessary.

Training programs are expected to reflect this change in industry's needs by placing emphasis on occupational specialization and the techniques required by technological advancement.

a training program should:

provide practical work experience

provide greater refinement of skill-learning

emphasize individual needs

provide short-term upgrading courses

It is recommended that instructors participate in the development of multi-discipline skills to insure maximum employability for the student.

Food Education and Service Training (Project FEAST) is an example of such cooperation between business and office, distributive, and home and family life education.

Membership in Future Business Leaders of America serves to improve skills, leadership, and strengthen an individual's confidence

distributive education

1 out of every 4 persons at work is employed in the marketing and distribution of goods and services. And yet only 5 percent of secondary school graduates and only 2 percent of post-secondary school graduates are trained in distributive education.

Current state industry needs require that at least 15 percent of high school seniors be trained for entry level employment in distribution. The fast-growing middle-management sector of business reflects a need for 2600 people just to fill present openings at a time when existing programs provide a maximum of only 1344 ready for employment each year. The number of openings is expected to increase to 7600 in 1974. To meet this demand for people the community colleges and vocational-technical institutes in Washington should have a minimum of 6 percent of their total enrollment in distributive education.

In addition to these requirements 80 percent of all adults currently employed in the total sales force require regular upgrading programs to keep up with change and technology.

An important challenge facing distributive education is to meet the current needs of the food dealers industry. Cashier-checkers are being trained in the new ACURA-TOUCH system, a faster, more accurate technique, through the use of a mobile school and permanent centers but in no way does this satisfy the current demand.

An industry-sponsored marketing curriculum will soon begin supplying mid-management trained people but the need is expected to out-distance the supply.

Schools are encouraged to include the opportunity of membership in the Distributive Education Clubs of America since a program is not considered complete unless the W-DECA activities of leadership training, personality development, salesmanship, and public speaking are included.

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home and family life education

the discernible needs for the occupation of homemaking:

provide a responsible parenthood education program for both sexes explaining and examining the dual role of homemaker-wage-earner

integrate consumer education in all programs of home and family life education

increase the emphasis on decision making and relationship skills

increase the number of programs to improve home environment and quality of family life in economically depressed areas and among the unemployed

increase the number of programs of parent education for low income families and families on public welfare with multi-agency funding.

home economics related occupations

the discernible needs for jobs using the knowledge and skills of home economics:

the supply of food service workers is not meeting the present demand

40,000 new food service jobs will open in the state during the next five years creating a real need for both preparatory programs and supplementary programs

6,000 people now employed in school lunch and health care facilities are urgently in need of supplementary training

emerging occupations include teacher aides and child care aides for which new programs are needed in both secondary and post-secondary schools

another emerging occupation is homemaker—home-health aide creating an inter-disciplinary responsibility between home economics and health occupations.

Future Homemakers of America, an organization for secondary students, is a structure in which students can focus on improving personal, family, and community living. Activities relate to the classroom learning, but go beyond—fostering opportunities for learning to make decisions and providing experiences which help students look confidently toward their role as young men and women with homes and perhaps families.

trade
technical
industrial and
health occupations

The society continues toward more technology. The growing need for skilled people is made apparent by the new and emerging technologies (see page 15) and a long list of requirements among the more traditional occupational categories.

A few examples of critical needs which require new programs include waste water technicians and plant operators, forestry aides and technicians, and recreational aides. Employment projections by the Federal Aviation Agency state a need for 2500 new electronic technicians over the next five years in just the 11 western states which will require the expansion of existing programs. New programs are also needed to meet a growing demand for control tower operators created by anticipated increases in air travel and current shortages of trained personnel.

The only training programs which are meeting current demands are for computer programmers and machine operators, mechanical and civil highway technicians, and auto mechanics. Although there is a current surplus of computer programmers in Washington there is a national shortage.

In health occupations there is a need for new supplementary programs because personnel are frequently found to be working beyond their capability and are in need of upgrading. New courses are also needed, designed for career mobility, both up and down the career ladder as well as across the board of skills!

High schools are encouraged to start programs to provide students the opportunity to explore the health occupations through the use of direct work experiences.

Schools planning training programs should include the opportunity for student membership in the Vocational Industrial Clubs of America which provide the "job-plus" qualities required to make a training program complete. Personality development, leadership training, communication skills and the development of the student's confidence are among the main "job-plus" qualities necessary for successful employment.

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funded for 1969-70
by the
Coordinating Council for
Occupational Education
under provisions of the
Vocational Education Amendments
of 1968
PL 90-576

exemplary programs

three projects are in elementary school vocational guidance to develop appreciation and awareness of the world of work among the youngsters enrolled

a vocational guidance project in the junior high schools of a large district gives students realistic knowledge about the world of work and helps them make better decisions about their future

another project obtains individuals from business and industry who provide vocational guidance through interviews with high school students

two separate programs employ the use of regional directors of vocational education to provide leadership and improvement. One program includes five school districts, the other includes six, and each expects greater expansion and coordination of voc ed through cooperative efforts

a community college focuses on the educationally and economically disadvantaged to bridge the gap between school and jobs for students who had no post-secondary plans

another community college provides a placement service as an integral part of the vocational program aimed at a critical unemployment area

in "Project Transition" a community college provides counseling for military personnel stationed at a nearby naval air base who will soon become civilians

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details of these projects can be obtained by writing to the

Washington State

Coordinating Council for Occupational Education

P.O. Box 248

Olympia, Washington 98501

what about action?

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the

Coordinating Council believes

that during the years of the 1970's

the educational system must

- provide guidance for *all* students which develops an awareness and appreciation for the world of work

- create an environment allowing *all* students to develop their individual interests and capabilities

- prepare *all* students for their next step whether it be further education or employment

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program development
vocational guidance
agricultural education
business and office education
distributive education
home and family life education
trade, technical, industrial and health education

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ernest g. kramer
washington state director of
vocational education